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State Manual Training Normal School

THE TECHNE

Life without Labor is a Crime, Labor without Art and the Amenities of Life is Brutality. — RUSKIN.

JULY, 1921

Let every American, every lover of liberty, every well wisher to his posterity swear by the blood of the Revolution never to violate in the least particular the laws of the country, and never to tolerate their violation by others. As the patriots of seventy-six did to the support of the Declaration of Independence, so to the support of the Constitution and laws let every American pledge his life, his property, and his sacred honor.

—ABRAHAM LINCOLN.

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THE TECHNE

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A COLLEGE FOR TEACHERS.

W. A. BRANDENBURG, *President.*

VOL 4. JULY, 1921. No. 7.

The purposes of this magazine are: To set forth the distinctive work of the State Manual Training Normal; to publish papers that will be of interest to its readers; to assist teachers to keep in touch with the development in their subjects; to foster a spirit of loyalty that will effect united action among the almuni and former students in promoting the best interests of the institution.

Alumni, teachers and friends of the Normal are invited to send communications on such subjects as fall within the scope of the magazine to the committee in charge.

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The editors will welcome suggestions from TECHNE readers. Their desire is to make this little magazine helpful to teachers. Tell us how we can make it of greater service to you. Tell us what YOU want.

CONTENTS.

Spanish in the High Schools of Kansas, 1921.

By SAMUEL J. PEASE, Department of Languages.

I. THE FACTS.

During the month of March, at the request of Miss Velma Shelley, of El Dorado, vice president for Spanish of the Kansas Modern Language Association, inquiries were sent out to the various high schools of the state as to the teaching of Spanish. These were sent to all first- and second-class cities, to all third-class cities having an enrollment of 150 or more, and to all county high schools having an enrollment of 100 or more, as well as to two or three smaller schools. The total number of inquiries was 124 and the number of replies was 100, showing a remarkable degree of coöperation on the part of teachers and principals. The result may be summarized as follows, in the columns below: (1) Classification of city; (2) schools, (*a*) having Spanish, (*b*) having no Spanish, (*c*) not reporting; (3) total number of pupils in school in September, 1920, in the high schools reporting Spanish classes; (4) enrollment in Spanish classes by years; (5) freshmen admitted or not; (6) Latin or French recommended as preliminary to the study of Spanish:

	Schools.				*Enrollment*				*Fresh.*		
Class.	(*a*)	(*b*)	(*c*)	*Pupils.*	*I.*	*II.*	*III.*	*IV.*	*Yes.*	*No.*	*L or F.*
I	8	3	0	7,664	626	159	7	..	4	4	L
II ...	29	27	14	9,332	1,030	430	70	7	12	13	L (2 req.)
III ..	4	7	7	576	136	15	..	..	4	0	..
County,	6	8	3	1,908	209	36	..	..	4	3	L
Totals,	47	45	24	19,480	2,001	650	77	7	23	20	L

The following junior high schools also teach Spanish, making in some cases very interesting experiments:

Schools.	*VII (grade).*	*VIII.*	*IX.*
Arkansas City	..	15	10
Chanute	45	35	35
Horton	..	33	14
Kansas City, Kan.	60	28	33
Totals	105	111	92

In addition, there are a few pupils in the training schools or special classes of state institutions, making a grand total of approximately 3,100 pupils in the high schools of the state actually reported.

From these figures, which are about 90 per cent accurate, it will be seen that conditions for Spanish are most favorable in certain second-class cities, where the individual teacher who is a specialist in Spanish has a better opportunity than in first-class cities, where conditions change slowly, or in third-class cities, where the teacher's influence is spread over a large number of subjects. It is, however, an interesting contrast to note that West Mineral, with a total enrollment of 40 in a three-year high school, has 34 more Spanish pupils than Hutchinson, with 770 pupils and no Spanish.

II. THE PROBLEM.

Seven major difficulties stand in the way of Spanish progress in our state, in common with nearly all the other states of the Union. These may be grouped as follows:

1. *A propaganda of ignorance* on the part of those who know and care little about things educational. Such were some of the phases of the move for "100 per cent Americanism," the "One country, one language" slogan, at its height in the fall of 1919, phases which, instead of aiming directly at the result desired, merely tended to provincialize the whole country and at the same time to contribute to the too common American spirit of megalomania and braggadocio.

2. *Unfavorable authorities.* Many superintendents and principals are openly hostile to the teaching of foreign languages in general. From being the foundation of the curriculum, they have been made free electives, and not even given a chance at that. These hostile superintendents, in turn, are only an echo of a type of "educator" that was common a few years ago, though the great bulk of real educators of the present day are openly friendly to a strong language course.

3. *Departmental jealousy* has played a prominent part in the past. Even where it has gone, its results often remain and grow. In times past there have been quarrels between the teachers of modern and ancient languages, the languages and the sciences, the languages and pure science against the applied sciences. More recently there has developed a schism between teachers of solid developmental subjects in general and those who insist upon giving children the largest possible earning capacity at fifteen or sixteen years of age. To solve these three problems requires patience and information; but they will certainly diminish in importance.

4. *Teacher migration.* A very great problem, which has reached its climax during the present school year, is the migration of teachers. Very few of the high schools have this year the same teacher as last. Some are in Madrid on leave; some have captured willing victims and deserted the teaching profession, for the time being, at least; but the majority have shifted their position for the better, since a number of the good high schools of the state are willing to pay reasonably for good teachers. The effect on the schools is, however, a distressing sense of newness, and a considerable period of getting acquainted with the new field, perhaps even a definite relative loss of numbers and interest in the upper classes.

5. *Lack of consecutive work.* So far as the entrance requirements to Kansas colleges are concerned, the languages have all been made free electives, along with subjects which may be elected for one semester at a time, many of them without necessary prerequisites or sequence. A *sine qua non* of language teaching is that the work be made consecutive, with certain exceptions which will be taken up later. In the smaller schools, because of a necessary condensation of program, it is impossible to get good results unless the student is required to take a number of group electives in addition to his required subjects—a plan which has been worked out with some success in the conditional requirements for admission to the State University and the State Normal at Emporia. By this plan usually six units are required, four to six are in group electives, the remaining forty-six are free electives.

6. *The crowded curriculum.* Hitherto the tendency has been to minimize everything that has been in the curriculum and to emphasize everything that has not been in the curriculum, with the result that a great deal of useless information has been stuffed in and a great deal of useful power has been crowded out. Regardless of the name of our subject, we must work for a maximum of power in a curriculum suited not to the whims, the fancies, the lethargy of students, but to their capacities and needs, which, in the languages at least, means a much greater emphasis on consecutive work, even if in order to attain it we must compel the same principle in other departments. To teach a language without working for power ought to be impossible in this century.

7. *Poor preparation of pupils.* The average pupil in our high schools —the same is true of college students, and (do I dare say it?) professors —fails miserably along linguistic lines. He is poor in oral reading, poor in silent reading of any moderately difficult kind, poor in spelling, poor in grammar, poor in rhetoric, poor in logic, poor in oral and written composition. He may have studied language for many years or few; he has almost certainly a poor regard for accurate, elegant English. How can he, when teachers, elementary and others, have no English standard? The average Kansas teacher has not completed a high-school course. Fortunate they who come to Spanish with a year or two of Latin, a year or two of French, or even the solid English of a good junior high school!

III. ATTAINABLE AIMS.

Most discussions concerning aims in language teaching have been along special lines. Men in business have wanted persons well trained in Spanish or French, and have found the schools lacking if they failed to furnish exactly the man for the position, completely trained and ready the first day, and that regardless of the relative infrequency of such openings. Educators without language training, or even with considerable language training and no language insight, have assumed that whether the time and effort put on a language be little or much, the high school or college graduate ought to be a perfect master. It is a commonplace that most articles on foreign languages in our general educational journals have not been by language specialists. Language teachers, especially French and Spanish, have accepted the findings of people from without, with never a protest.

There is, of course, in all teaching of foreign languages a group of special aims—those most widely discussed. They are: an ability to read and understand accurately; to write accurately and idiomatically; to speak accurately, idiomatically and fluently. We must never forget that in Kansas, even with her relatively large Mexican population, the opportunities for hearing, writing and speaking will always be limited. In many cases these opportunities will not be immediate, for comparatively few will travel extensively or work in Spanish-speaking countries; not very many will deal with natives of these countries in a business or social way. Some students will avail themselves of the means at hand—correspondence through the Peabody Foundation or other agency, the reading of newspapers, magazines, documents, conversations with natives

and travelers; but in general we must strive in this part of our work to give the pupils the greatest possible residual ability to take up the colloquial phases, when needed, with the best possible results.

How much ought we to expect of a pupil who has had one or two or three years of Spanish in high school? Three years ought to give such a ready command of all but the most difficult Spanish that it will never be entirely lost. Two years ought to give reading ability, except for quite difficult Spanish, familiarity with grammar and idiom, and command of many common phrases. For best results this amount ought to be fortified by a year or two of college Spanish, or by immediate use with Spanish-speaking people. One year can give control of easy reading and a few phrases only, a sketch of elementary grammar, a small vocabulary. The pupil is helpless before real Spanish. One year is valid in ready ability only when backed up by immediate further study and practice.

But our figures, which are reasonably accurate, show ten times as many in third year as in fourth, nine times as many in second as in third, three times as many in first as in second. Even allowing for a large increase of beginners each year, why should half or two-thirds of our pupils take Spanish merely for the sake of saying that they were one day exposed to it? Evidently the great bulk of our work is practically wasted unless we stress in the first year some more general aim. Furthermore, in many schools Spanish is taken by freshmen, whereas for association and communication with Spanish-speaking people it ought to be learned much later in the high-school course, indeed carried through the senior year, in order to minimize rust and leakage between acquirement and use.

General Values. But there is a large group of values attainable in the teaching of Spanish which have been almost entirely neglected in the discussions of the subject. In large part these values hold for other languages, ancient and modern. But they must be purposed, if the pupil is to make the greatest progress. Not only that, but the teacher of foreign languages, if he is to get the best results in teaching these general values, must browse in many fields and must observe countless interrelations of thought, circumstance, feeling, language and action.

The story goes that once upon a time there was a frog who lived at the bottom of a well that was nearly dry. One day he entered into an argument with a skylark as to the appearance of the earth. "The earth is a narrow, dark, dull, damp and chilly place," said he. "Ah," said the lark, "the earth is really a great, broad stretch of green prairies, mighty forests, lofty mountains, wide rivers, boundless oceans, with countless busy cities, all warmed and lighted by the life-giving sun." "I don't believe it," said the frog. "Alas, you have no wings," said the skylark, as he flew away.

In like manner, he who remains in a limited field, whether teacher of Spanish, Kansas village boy, assembler of part 304 of an automobile, a green Ph. D., a senator who thinks teachers overpaid, or an educator who thinks schools nowadays run too much to languages, cannot be convinced of the facts of the world about him until he can see with the skylark's eyes. The center of an eddy is nearly motionless, but the Colum-

bia's current carries a measureless volume of water to the sea. We have no right to say that we know our own country unless we have other states, other countries for comparison; we have no right to say we know our own government until we know other governments. The same is true of language. Given an intimate knowledge of other times, other people, other customs, other modes of speech, we have a basis for comparison, judgment, action, from which those ignorant of these facts and experiences are excluded.

Among such values we may perhaps enumerate seven: the geographic, the historic, the economic, the sociological, the linguistic, the sympathetic, the germinal.

1. *Geographic.* Did your geography teacher ever talk of the Gwaddlequee'-ver, of Bo-go' ta, of Veera Creews? Were you ever on Tee' john (Tejon) street in Colorado Springs? Why does the Southern Pacific call one train the "Saint" and another the "Angel"? What is the meaning of Loss Ann-je-lees or Coloraydo? Why are there so many Sans and Santas all the way from Texas to Cal-a-fonia? Do not think boys are not curious. They must be if they ever are to amount to anything. A personal incident may be pardoned. My geography teacher knew neither the meaning nor the pronunciation of the name of the mountain range between Silesia and Moravia—something I was burning with the desire to know; but only as a sophomore in college did I learn that it was the Giant Range. So to those trained in Spanish, Las Animas county, La Junta, Sacramento, La Ciudad Real de la Santa Fe de San Francisco, girls named Jesus and boys named Maria are no mystery. And Aunt Jane (Tia Juana), where you spend your money when in St. James (San Diego), California, seems to bear a very close relation to that "uncle" often visited by temporarily impecunious youth. Let none pretend to know or teach United States geography even, without having learned the meaning of the old Spanish names.

2. *Historic.* How much of color and vividness can we add to our history teaching if we bear in mind that except Hawaii and Alaska, Spaniards have at one time been either the owners or the claimants of all the territory added to the thirteen original states! History has made each eleventh person under the Stars and Stripes a speaker of Spanish, and history has brought under our protection, direct or indirect, half as many more Spanish-Americans. Many of the historical documents relating to the history of the Southwest are written in Spanish. And the Pan-American Union has the avowed purpose of making the two Americas a unit in international comity.

3. *Economic.* It is but a few years from the time when the boy, in fancy, sails the Spanish main in search of buried treasure, to the time when as man of business he is really making his fortune in such buried treasure as nitrates, copper, tin, emeralds or oil. We who seek agricultural, manufacturing, commercial, financial world hegemony must not fail to produce men of uprightness and vision in all commercial lines. Even if not a single one of us here in Kansas ever had these relations at first hand, imagination, the greatest motive power in education, will portray to us life in the land of the Panama hat, the land of chile con

carne, the lands of the banana, coffee and chocolate, the land of sugar cane and the machete in a way impossible to those who do not know the heart of a people's civilization—their language.

4. *Sociological.* How much of social service is possible, both for those who carry school or other social activities to the peoples of the Southland, and for those who carry on the same social service among those from that land, who are to be future citizens of the United States! In our own state of Kansas, fifth in Spanish-speaking population in the Union, Augustina and Dolores, Miguel and Juan, moving from revolution-torn Mexico, with their father and mother, are approaching womanhood and manhood without being able to read or write either in English or in Spanish. We are doing nothing for them. Great are the opportunities for the finest kind of an Americanization program that a scant knowledge of Spanish, backed up with sympathetic mind and tactful suggestion, may transmute into reality.

5. *General Linguistic Values.* A certain college student uses *esas* (demonstrative) for a relative pronoun. A certain other student always makes his adjectives masculine singular. A certain other student loves to put all his verbs in the infinitive. Perhaps two or three of our Kansas college students trans ate *no tengo nada* and *entre el y yo* in curious agreement with their Engl'sh colloquial practice. And nearly everybody at least once uses *la* for "she" as well as for "her." And should "before" be *antes*, or *antcd de* or *antes de que?* Careful attention and wise counsel are necessary to lead the pupil to see the principles so clearly brought out in Spanish, but so concealed in English as to be very elusive without a means of comparison. Grammar, style, rhetoric, semantics, elementary phonetics, all are invaluable permanent possessions of the pupil when his one year of Spanish has vanished.

6. *Sympathetic.* Spanish ought not to be taught for a single day without the creation of a Spanish atmosphere. We must make the pupil at once feel at home in the new environment. Teachers of German realized this long ago with reference to their own language, and made a wrong use of it—something that Spanish never can do. The more nearly pupils put themselves in the place of the Spanish-speaking person, the more extensively they use the Spanish phrases among themselves, the more fully they endeavor to express a variety of thought and experience in that language, the better their attitude to the Spanish peoples themselves. World vision and world sympathy go hand in hand, and the Spanish-speaking peoples are our next-door neighbors. This value, a vivid sympathy, is also permanent.

7. *Germinal.* Along with other languages, Spanish is rich in germinal possibilities. Like the grain of wheat, which bringeth forth the blade, then the stalk, then the ear, then the full corn in the ear, a tiny seed of language may grow into great results. A taste is better than an overdose. Bilingual pupils often get better results in school than native Americans. A child who before eleven years of age has studied French or Spanish or Latin has an almost immeasurable advantage in reading ability over the nonlinguistic child. To him strange words are not an

object of dread; they are as old friends. He has acquired such habits of eye movement, attention and analysis as to enable him at will to lay aside a habit of rapid routine reading and fixate the, to him, important part of the word. In other words, a slight familiarity with a language, the earlier the better, implants in his memory, his thought, his expression, his sympathy, a germ which is often capable of unlimited development later. There is no better harmonization of the scholastic and social problems for brilliant pupils in the grades from fifth to ninth than the taking of a foreign-language subject as an extra.

Every one of these general aims has been attained in thousands upon thousands of instances where even a slight foundation, through a continued developmental influence, led indirectly and subconsciously to greatly increased linguistic power. Much better anywhere in the course a year of Spanish, if these latter aims are stressed, than none at all. For these reasons, even a year of conversational Spanish, introduced not later than the seventh grade in any school of sufficient size, may, without the immediate succession of any other course in the language, help the pupil in a critical period of his development to a general sympathy, a keener imagination and a quickened sense of finer linguistic appreciation, building thus toward a readier grasp of the same or any other foreign language when seriously taken up later.

IV. RECOMMENDATIONS.

In view of the relatively large number of beginning pupils, the large mortality in first-year classes, the small number of students in later years, I should like to make the following personal recommendations:

1. We should request the state superintendent of public instruction to include in the regular senior and junior high-school reports details as to name of teacher of foreign-language classes, number in each class, year of course in which begun.

2. The teacher should strive for constant improvement in Spanish.

3. We should seek to limit admission to elementary classes in high school through insistence on good previous language work and such prognosis tests as those of Handschin or Wilkins, endeavoring to keep to the minimum the mortality in first-year work.

4. We should endeavor to build up advanced classes so far as possible. This can be the better done the more homogeneous the begining group.

5. The course of study and daily program should be so arranged as to secure consecutive work. A system of group electives is strongly urged.

6. Every school should have abundance of *realia*, maps, charts, pictures, views, song books, curios, small manufactured or raw articles, etc.

7. In the smaller high schools Spanish may well be given in the upper classes, and a year or two of Latin advised or even required as a preliminary. Where there is a junior high school of some size a conversational finding course may well be given in the seventh grade; in other cases through special summer classes for children. The fundamental object is to insure consecutive work when the subject is taken up seriously.

In conclusion, let us remember that we must be the prophets of a new educational era, when power and service are demanded, and information

as such must stand at the bar of judgment, and the usable word and idea must stand in vivid relation to the complete conception. Language study is fundamentally the acquirement of a newer, a broader, a more sympathetic attitude toward the "other fellow," through the ability to see the world through his eyes.

First-year Problems in French.

ERNEST BENNETT, Department Foreign Languages.

The problems that modern language teaching presents have been discussed from so many angles that one can hardly hope to say anything new. It is mainly a matter of casting one's vote on the issues already raised. First-year problems are numerous enough and serious enough to constitute subject matter for a whole volume. So I shall limit this paper to a glance at three of them. Let us consider first the one that has to be met first—that of giving our students a reasonably good pronunciation.

This is a problem that cannot be dodged. If it is not met, all other work may as well stop. What our students learn in other ways will in later years yield them no satisfaction whatever if their recalling of it is not embodied in the correct system of sounds. They will never be able to convince any one else they had a course that was worth while; even the pleasure of casual reading will be destroyed by the haunting feeling that they are indulging in a sort of fake French.

I suppose there are other languages that are as hard to learn to pronounce as French is, but I don't know what they are. For all persons except those with an unusually delicate ear and small children, it is a task that is little short of appalling.

The problem is hopeless if the teacher does not have two qualifications: an accurate pronunciation of his own, and an infinite amount of persevering patience. Given these, fairly good results may be hoped for in the case of students of average intelligence, a fair ear, and somewhat more than average industry.

If our students are to pronounce correctly they must hear the bulk of the vocabulary they are expected to use pronounced correctly, not once but many times. Hearing must precede speaking. This means the teacher must use as much French as is reasonably possible, by way of reading, asking questions, giving instructions, etc. In their turn the students must be required to pronounce, read and speak as much as possible. Nor can this be done carelessly. The teacher must always be on the alert to guard against carelessness in the students' pronunciation. Thus every minute in the classroom must have its full share of spoken French on the part of either teacher or students, except when there is a good reason to the contrary. It is only by surcharging the air of the classroom with French sounds that the students will hear enough of them and produce enough of them to acquire a reasonably good pronunciation.

This is in itself sufficient reason for direct-method exercises, even

though we had no intention of teaching our students to express themselves in French.

Experience has convinced me that the use of phonetic symbols is essential. I have tried both ways, and am now getting much more satisfactory results by the use of symbols. But I do feel it is a mistake to use the alphabet of the International Phonetic Association. It is too much like learning Greek first when one wishes to learn Latin. This would doubtless be an ideal procedure if life were not so short. But we have our students for a limited time only, and are under a moral obligation to give them all we reasonably can in that time, which means we must employ the most direct methods. Moreover, the alphabet of the International Phonetic Association is meant for the phonetic interpretation of any and all languages and was designed to meet the needs of linguistic scholars. But our problem is limited to one language, and in most instances so is that of our students, while it is a safe guess that not as many as one out of every thousand of them will become linguistic scholars.

The association's alphabet is too artificial, from our point of view; introduces at least eight characters for sounds that are already clearly symbolized in the regular French spelling, and is probably a little too technical. An ideal phonetic alphabet for English-speaking students of French will use French letters and combination of letters just as long as accuracy and clearness are attained, and when it must substitute, will substitute approximately equivalent English symbols.

What are the advantages of this plan? It is simple; it eliminates for the students the work of acquiring what they take for two French alphabets instead of one; it represents sounds, in so far as possible, by symbols that the student meets in reading French, thus causing him to make in a fairly short time the same association between French spelling and French pronunciation that the Frenchman himself makes, and soon rendering its own use superfluous except for difficult words and those of irregular pronunciation. Any phonetic notation that does not rapidly make itself comparatively superfluous is an added load to our burden instead of a handy tool.

The intricate grammar of the French language is another difficulty that constitutes a real problem in the first year of study. French literature is almost sealed to the student until he understands to a certain degree the fundamentals in the mechanics of the language. Yet it takes almost a year's time to acquire these fundamentals; and we do not wish, as Latin teachers are compelled to do, to devote all the first year to grammar under a thin disguise of vocabulary and artificial reading matter.

If we are not to do this, it means that from the grammar of the first year everything but the fundamentals must be rigorously eliminated. We have often been hampered by textbooks that made this impossible. It seems to me that Cerf and Giese, in their "Beginning French," on the Kansas list of adopted texts, have nearly attained the ideal in this elimination process. These authors have avowedly cut down theory to the irreducible minimum. Their text, made up of forty-five lessons, de-

velops in the first forty only five tenses—the present, imperfect, past indefinite, future, and conditional. These five are meant to be studied systematically and practiced endlessly. A few of the easier compound tenses are slipped in so unobtrusively that they cause no difficulty and do not have to be considered as a part of the verb system. In the last five lessons a sixth tense, the present subjunctive, is introduced for systematic study. In addition to this limited treatment of the regular verbs, fifteen only of the most important irregulars, with a few of their compounds, are given for study and drill, and these are limited to the six tenses named.

Thus, we see, this text limits systematic verb study in the first year to six tenses of the regular verbs and of fifteen irregular verbs. This is certainly an example of the irreducible minimum. Yet I believe it is sufficient. Complete verb tables are given in the appendix for reference purposes, so the student may not be helpless when puzzled about a form met in his reading.

Would not this method of rigorous elemination be wholly feasible even in the junior college? Should not French grammar as a system be left to the second year for its complete development? I believe the mortality rate in our classes would be much reduced and that the instructor would at the same time be able to give his students more French. At present we err in being too ambitious, and sometimes undertake what is impossible for any except the unusually able students.

It is true that for the reading of any except specially prepared texts one needs an acquaintance with a wider range of verb forms than Cerf and Giese develop. But we should remember that it is one thing to recognize a form clearly enough to interpret it, and another thing to be able to classify this form, reproduce it from memory and use it in written or oral work. Too many texts have been built on the theory that the student must be able to use all forms he will have occasion to interpret. This makes the beginner's task doubly heavy.

Whatever the amount of grammar taught the first year, a large amount of repetition, drill and review is absolutely essential. De Sauzé in his elementary text proceeds on a sound working principle, which he states thus: "One full week on each important grammatical point."

As to irregular verbs during the last third of the year, I believe a small amount of drill every day is worth more than one or two entire periods a week.

Though the oral French of the first year is not so much a problem as it is a question of aims and procedure, perhaps it would not be out of place to consider it. The young teacher may wonder how much time the conversational use of the tongue should be given during this year; how much is practicable and even possible. I speak from my own experience only on this point, but I can say that the longer I teach French the more time I find for oral French in the first year and the more worth while it seems.

Everybody will grant that, even though the aim in studying French is not to learn to speak it, good pedagogy would not do through the medium of English what could be accomplished just as well in French.

Now my list of the things that can be done in French is growing constantly. By the second half of the year one may conduct the larger part of the work in French, if one will just do it that way. The danger always is that one will follow the line of least resistance and fall back on English too much of the time, just because by its use it is easier to make the students understand.

Our choice of a reader makes a great difference with the amount of oral work that is practicable. If the reader is as easy as it ought to be it will readily lend itself to oral work, chiefly in the form of brief questions and answers; but if it is too difficult for our beginners it will be a distinct hindrance to oral practice, and translation of nearly every page will be necessary.

In order for oral practice to be successful it must be simple. This simplicity will make for ease, and ease will make for interest and the pleasure of a novel task well done. But how shall we keep direct-method exercises simple?

If the exercise is based on a selection in the reader, stick close to the text. The students are to have the text under the eye during the exercise. Let questions be put that may be answered by very slight modifications of the text, such as the omission of certain words or the changing of the person. Students may be instructed that the directness of the answer, with the exclusion of all superfluous words, is the best evidence of their having understood the question and also the text on which it is based. The teacher should be persistent in rejecting all answers that, despite the fact they respond in a bungling fashion to the question, are not clean cut, and therefore are not evidence of clear thinking.

It is expecting too much, I believe, to try to make oral drill keep pace with the development of grammatical principles, except in so far as mere phrases may be used to fix new rules. If we attempt more than this the work cannot be simple. There will be no readiness on the pupils' part, and the recitation will move so slowly and painfully that interest will be destroyed. It is a common mistake in textbooks to assume that pupils can apply at once in oral sentences a new construction. This is frequently the reason that many of the exercises are so unsatisfactory. Everyday conversation between Frenchmen makes little use of complicated syntax. So we should be content to let our first-year students keep to the A B C's of syntax in their oral work.

The most helpful working rule in this connection is brevity in questions and answers. Three brief answers correctly given are worth more than one long answer slowly and painfully bungled.

On this basis the young teacher who feels none too sure of her own French may proceed successfully, provided her pronunciation is good. An abundance of simple drill based closely on the text is sure to get results.

What, then, are the aims of direct-method exercises during the first year? To teach pronunciation, fix vocabulary, give an abundance of drill in idioms, make for readiness in the use of a few of the simpler and most fundamental constructions, impart to the language the breath of life that is essential for real interest, make it possible for the students to understand simple spoken French, and lay a foundation for a speaking

control of the language if its study is continued long enough. And I believe these aims do not conflict with those which the opponents of the direct method hold to.

The three problems of first-year French that have been discussed may not seem to some the most pressing ones, but all will agree that in them lies some of the difficulty of the beginning course. Let us summarize in a word: For the first, that of pronunciation, an abundance of oral practice and the use of a simple phonetic alphabet are suggested. As to grammar, the example of one of the new state texts in eliminating everything but bare essentials perhaps offers a solution. And as to oral French, it seems best to keep this work very simple and base it closely on the text of reader or grammar. All these suggestions look toward the simplifying of first-year work. But if they make possible a considerably larger amount of accurate class exercises, I believe more instead of less French will actually be given our students.

Outstanding Points From the Resolutions of the National Education Association at Des Moines, Iowa.

1. The development of an efficient school system with a well-educated and professionally trained teacher in every American classroom.

2. Increased facilities for the training of teachers, the rewards of teaching and the recognition of the profession in the public service to be developed in such a manner as will attract to the profession the most competent young men and young women and hold in the profession those who have proved themselves efficient.

3. Laws establishing tenure during the period of efficient service, and adequate retirement laws to provide for those whose efficiency is lowered by age or physical disability.

4. The adoption of a single salary schedule for all teachers in elementary and in high schools, determined upon basis of education, professional training and successful experience.

5. Educational opportunities for children in rural America equivalent to those offered to children in the most favored urban communities; and to this end, larger units of taxation and administration than the ordinary school district, such as the township or town and county.

6. Greater financial support than is now available. Wise expenditures for schools are not to be thought of as gifts in aid of a worthy charity, but rather as an investment which will pay higher dividends than any other type of public expenditure.

Larger state distributive funds in aid of the public schools, in order that the American ideal of equalizing the burden of support and the opportunities for education be realized throughout our commonwealth.

7. The highest type of professional service in the office of state superintendent or state commissioner of education, of county superintendents of schools, and of city superintendents of schools, to be secured by the selection of such administrative officers by lay boards of education elected by the people.

8. Coöperation of other great national organizations in the development and promotion of an American program of education.

9. Coöperation with the American Legion in the establishment of a universal requirement of English as the only basic language of instruction in all schools, public, private and parochial. Thoroughgoing instruction in American history and civics required of all students for graduation from elementary and from secondary schools. The establishment of a longer school year, and the enforcement of compulsory education to the end of the high-school period.

10. Unqualified indorsement of a department of education with a secretary in the President's Cabinet, and Federal aid to encourage states in the removal of illiteracy, the Americanization of the foreign-born, the development of a program of physical education, the training of teachers, and the equalization of educational opportunity, as embodied in the Towner-Sterling bill now pending in the Sixty-seventh Congress. Earnest protest against the submerging of education in any other department of the government, or its subordination to any other national interest.

11. A union of the teachers of America under the banner of the National Education Association, in carrying forward its great program of service; a local organization of teachers in every community to develop public sentiment in support of education and to coöperate in the solution of local educational problems; a state educational association in every commonwealth to develop through state legislation an efficient and adequately supported school system; and the National Educational Association, which shall include all the teachers of the country, to support a national program of education, in coöperation with all forward-looking men and women who realize that only through public education can we hope to preserve our priceless American institutions.

QUESTIONS: Which of these resolutions apply to Kansas? What should you do to secure the progressive educational policies suggested?

There is more need for unselfish devotion to-day than even in war. It is not the call for the high emotion and glamor of the war but a call for citizenship based upon the daily obligations to the community and not upon the privilege to dominate or exploit it. It is the young men and the young women who are entering national life now in the presence of these grave and terrible problems, to whom we must look for their ultimate solution. —HERBERT HOOVER.

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